

Review Categories	Page #(s)	LEA Plan Criteria
Overall Criteria	Whole Document	<ul style="list-style-type: none"> • Descriptions are clear, complete, and concise. • Descriptions fully address the specific information for required activities. • Plan addresses identified needs of students. • Plan addresses all federal and state programs operating in the LEA. • Plan has strong alignment and connections between related goals and activities. • Activities are congruent with identified resources, such as staffing and funding. • Parent involvement (Sec. 1118) and qualifications of teachers and paraprofessionals (Sec. 1119) are addressed throughout the plan. • Plan spans a five-year period.
District Profile	17	<ul style="list-style-type: none"> • Description of the LEA's characteristics that provide a context and rationale for described activities in the plan
High-quality Local Assessments (if any)	18	<ul style="list-style-type: none"> • If applicable, clear and concise description of high-quality local assessment measures relevant to identifying the instructional needs of low-achieving students and the grades to which they apply • If applicable, clear and concise description of other indicators in addition to academic measures
Goal #1 - Reading	19-21	<ul style="list-style-type: none"> • Comprehensive descriptions of activities • Relevant activities for improving reading instruction and student reading performance • Strong evidence of alignment among reading instructional materials, standards, assessments, and professional development • Strong evidence of extended learning time, technology access, targeting of services to the lowest-performing students, and monitoring of reading program effectiveness to improve student reading performance
Goal #1 - Mathematics	22-24	<ul style="list-style-type: none"> • Comprehensive descriptions of activities • Relevant activities for improving math instruction and student mathematics performance • Strong evidence of alignment among mathematics instructional materials, standards, assessments, and professional development • Strong evidence of extended learning time, technology access, targeting of services to the lowest performing students, and monitoring of math program effectiveness to improve student math performance

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Goal #2 - Limited English Proficient (LEP) Students	25-28	<ul style="list-style-type: none"> • Complete descriptions of activities • Relevant activities for meeting NCLB requirements for LEP students, such as: <ol style="list-style-type: none"> 1) High quality, scientifically based language instruction 2) Meeting annual measurable achievement objectives 3) High quality professional development to improve the instruction and assessment of students
Goal #2 - Parents of LEP Students	29-30	<ul style="list-style-type: none"> • Descriptions of how parents of LEP students will be provided with all required information regarding their children's participation in the LEP program, including notification requirements
Goal #2 - Immigrants	31-33	<ul style="list-style-type: none"> • Descriptions of allowable activities for immigrant students that the LEA will be providing
Goal #3 - Professional Development activities, needs and strengths	34-38	<ul style="list-style-type: none"> • Description of the strengths and needs for professional development • Descriptions of professional development activities to ensure high quality teaching • Descriptions clearly explain how professional development activities are: <ol style="list-style-type: none"> 1) Aligned with state standards and assessments 2) Based on scientific research 3) Designed to eliminate achievement gaps 4) Based on needs of teachers and principals 5) Based on collaborative planning 6) Designed to enable teachers to address the needs of diverse students, improve student behavior, understand and use assessment data, and involve parents • Description of LEA strategies for coordinating all of its professional development activities including those funded by Title II, Part A (Professional Development) and Title II, Part D (Technology)
Goal #4 - Environments Conducive to Learning and Prevention of Risk Behaviors	39-40	<ul style="list-style-type: none"> • Description of the LEA's strengths, needs, and activities for providing students environments that are conducive to learning, including the removal of student barriers such as attendance and behavior • Description of the LEA's strengths and needs for preventing students' risk behaviors regarding alcohol, tobacco, other drug use, and violence

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Goal #4 - Analysis of data including SDFSC/TUPE indicators to select: <ul style="list-style-type: none"> ○ science based, ○ research based, & ○ promising/favorable ATODV activities 	48 41-43 44 45-46 47	<ul style="list-style-type: none"> • Explanation of how analysis of California Student Survey (CSS), California Healthy Kids (CHKS), and California Safe Schools Assessment (CSSA) data (including those on pages 41-43) provides the basis for selection of each science-based and research-based activity
Goal #4 - SDFSC services coordination, targeting to needs of students, and involvement of parents - TUPE services to students, including pregnant and parent minors	Bottom of 49 -50 51	<ul style="list-style-type: none"> • Complete descriptions of how Safe and Drug Free Schools and Communities (SDFSC) services: <ol style="list-style-type: none"> 1) Are coordinated 2) Are targeted to schools and students with greatest needs 3) Inform and involve parents • Description of Tobacco Use Prevention Education (TUPE) services and referral procedures for students, including pregnant and parent minors
Goal #4 - SDFSC/TUPE evaluation, continuous improvement, and reporting of results	Bottom of 48 Top of 49	<ul style="list-style-type: none"> • Description of how the LEA will evaluate and continuously improve the effectiveness of its alcohol, tobacco, other drug use, and violence prevention programs • Description of the LEA's steps and timelines for providing SDFSC and TUPE evaluation results to the public
Goal #5 - Efforts regarding <ul style="list-style-type: none"> ○ Graduation, ○ Dropouts, and ○ Advanced Placement 	53	<ul style="list-style-type: none"> • Description of activities • Relevant activities for improving graduation rates by decreasing dropout rates and for ensuring equal access to Advanced Placement opportunities

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Other Mandatory Title I Descriptions:		
- Poverty criteria	54	<ul style="list-style-type: none"> • Clear statement of the poverty criteria
- Identification of eligible students		<ul style="list-style-type: none"> • Description of how students most in need of services are identified in targeted assistance schools
- Neglected and Delinquent, Community Day, and Homeless	55	<ul style="list-style-type: none"> • Description of Title I-funded programs for students who are neglected or delinquent, in community day schools, and homeless
- Program Improvement		<ul style="list-style-type: none"> • Description of LEA activities to assist Program Improvement schools in significantly improving student achievement
- School Choice and Supplemental Services	56	<ul style="list-style-type: none"> • Description of LEA activities to implement public school choice and supplemental services for students in Program Improvement schools
- Title I/II coordination		<ul style="list-style-type: none"> • Description of a coherent strategy for coordinating Title I and Title II programs to provide professional development opportunities for parent involvement and teacher and paraprofessional qualifications
- Coordination of educational services	57	<ul style="list-style-type: none"> • Description of LEA strategies for coordinating and integrating educational services to increase program effectiveness for the following programs: <ol style="list-style-type: none"> 1) Even Start 2) Head Start 3) Reading First 4) Early Reading First 5) Other preschool programs 6) Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities